VCE & VCE VM Continuum of Practice: Building practice excellence

The school understands the evidence behind specific improvement strategies in place in the school and the supporting evidence behind elements of their VCE & VCE VM professional practice. There are opportunities for teachers to bring their own research and evidence to inform VCE & VCE VM staff discussions about improvement and to support consistency of VCE & VCE VM practice across the school.

Explicit use of evidence-based school improvement strategies and teacher professional practice activities

|  | Emerging | Evolving | Embedding | Excelling |
| --- | --- | --- | --- | --- |
| **School** | The school encourages its VCE & VCE VM teachers to seek support from experienced colleagues to analyse sources of evidence, including VCE & VCE VM student outcomes data to inform practice. | The school has in place a professional learning culture that values reflection and sharing of practice for improved VCE & VCE VM student outcomes and provides opportunities for VCE & VCE VM teachers to review and discuss a range of evidence sources including VCE & VCE VM data to inform teacher practice and to increase their skills. | The school has a professional learning culture that is explicit and is exercised in staff organisational structures that encourage VCE & VCE VM teachers to share best practice and insights to contribute to whole of school improvement in VCE & VCE VM student outcomes.  The school uses a range of evidence including VCE & VCE VM data sources to identify professional learning needs and plan for appropriate activities. | The school has an established and highly productive whole of school professional learning culture and organisational structure that champions and celebrates teacher best practice and fosters the sharing of expertise amongst staff, for the improvement in VCE & VCE VM student outcomes.  The school consistently uses multiple sources of evidence and VCE & VCE VM data to inform a whole of school professional learning plan, which identifies priorities and goals for VCE & VCE VM student learning improvement. |
| **School leadership team** | The school leadership team informs VCE & VCE VM staff of the range of professional learning activities available to them. These activities include:   * annual statewide VCE & VCE VM Leaders’ briefings * VASS training days * annual statewide Analyse School Results training program annual statewide VCE VET scored assessment training days * statewide VCE & VCE VM study-specific information and workshop sessions. | The school leadership team encourages VCE & VCE VM staff to attend a range of professional learning activities available to them. These activities include:   * annual statewide VCE & VCE VM Leaders’ briefings * VASS training days * annual statewide Analyse School Results training program * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * annual SAT training days * Polycom information and training sessions for specific VCE & VCE VM studies | The school leadership team expects VCE & VCE VM staff to attend a range of VCE & VCE VM professional learning activities available to them and that they share this information to build internal knowledge and expertise. These activities include:   * annual statewide VCE & VCE VM Leaders’ briefings * VASS training days * annual statewide Analyse School Results training program * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * annual SAT training days * Polycom information and training sessions for specific VCE & VCE VM studies * statistical moderation and study score calculation information sessions * examination assessor training (subject to appointment by VCAA). | The school leadership team ensures all VCE & VCE VM staff attend a range of VCE & VCE VM professional learning activities available to them and conduct forums where this information is shared with colleagues to build internal knowledge and expertise. These activities include:   * annual statewide VCE & VCE VM Leaders’ briefings * VASS training days * annual statewide Analyse School Results training program * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * annual SAT training days * Polycom information and training sessions for specific VCE & VCE VM studies * statistical moderation and study score calculation information sessions * examination assessor training (subject to appointment by VCAA). |
| **Curriculum leaders** | Curriculum leaders share experience and expertise with VCE & VCE VM colleagues. They draw on some evidence, including VCE & VCE VM data sources to inform planning.  Curriculum leaders inform their colleagues of the range of professional learning activities available to them. They keep abreast of current information published in the *VCAA Bulletin*. | Curriculum leaders work with VCE & VCE VM colleagues to identify areas of improvement in professional practice and support professional development of individuals. They use evidence, including VCE & VCE VM data sources to inform planning and practice.  Curriculum leaders promote attendance and participation by their VCE & VCE VM colleagues in the range of professional learning activities available to them. They encourage the sharing of information and expertise with colleagues. They advise VCE & VCE VM teachers of current information published in the *VCAA Bulletin*. | Curriculum leaders undertake a regular program of reflection and evaluation with VCE & VCE VM colleagues to identify areas of improvement in professional practice and effectively use internal expertise to support professional development of individuals. They use a variety of evidence including VCE & VCE VM data sources to underpin analysis and evaluation.  Curriculum leaders model good professional learning practice by promoting and attending the range of professional learning activities available to them. They incorporate the sharing of information and expertise with colleagues as standard practice in their role. They ensure that VCE & VCE VM teachers have current information published in the *VCAA Bulletin* and discuss this in regular meetings. | Curriculum leaders champion comprehensive and ongoing reflection and evaluation with VCE & VCE VM colleagues to identify areas of improvement in professional practice and effectively use internal expertise to support professional development of individuals. They interrogate VCE & VCE VM data sources to underpin analysis and evaluation and train others in the skills of data analysis.  Curriculum leaders model excellent professional learning practice by promoting and participating in the full range of professional learning activities available to them. They promote the sharing of information and expertise with colleagues as a strategic and important function of their role. They ensure that all VCE & VCE VM teachers have current information published in the *VCAA Bulletin* and discuss this in regular meetings. |
| **Teachers** | VCE & VCE VM teachers are aware of the need to improve instructional practice and use some student performance data to inform their classroom activities. They complete the requirements of the School-based Assessment Audit in their study/studies.  VCE & VCE VM teachers draw on sources for professional learning to stay informed, including:   * *VCAA Bulletin* * Polycom information and training sessions for specific VCE & VCE VM studies * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * annual SAT training days. | VCE & VCE VM teachers collaborate with colleagues to analyse their instructional practice and discuss student performance data to support a cycle of improvement in the delivery of the VCE & VCE VM. They use the School-based Assessment Audit in their study/studies as a positive tool to reflect on their professional practice.  VCE & VCE VM teachers draw on sources for professional learning to stay informed, including:   * *VCAA Bulletin* * Polycom information and training sessions for specific VCE & VCE VM studies * examination assessor training (subject to appointment by VCAA) * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * annual SAT training days. | VCE & VCE VM teachers have ongoing collaboration with colleagues to analyse their instructional practice and interrogate student performance data to articulate and plan a cycle of improvement in the delivery of the VCE & VCE VM. They engage positively in the School-based Assessment Audit in their study/studies and view it as a strategic opportunity to reflect on their professional practice.  VCE & VCE VM teachers attend relevant training and information sessions to continuously improve their VCE & VCE VM delivery, including:   * *VCAA Bulletin* * Polycom information and training sessions for specific VCE & VCE VM studies * examination assessor training (subject to appointment by VCAA) * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * annual SAT training days. | VCE & VCE VM teachers take an active and collective responsibility for improving professional practice to maximise student engagement and improvement in VCE & VCE VM learning outcomes. They regularly interrogate student performance data that contributes to a well-articulated and explicit cycle of improvement. They are actively engaged in the School-based Assessment Audit in their study/studies and utilise the audit for reflection on professional practice.  All VCE & VCE VM teachers actively participate in relevant training and information sessions to continuously improve their VCE & VCE VM delivery, including:   * VCAA Bulletin * Polycom information and training sessions for specific VCE & VCE VM studies * examination assessor training (subject to appointment by VCAA) * annual statewide VCE VET scored assessment training days * annual statewide VET in Schools information and workshop sessions * VCE & VCE VM subject association professional learning sessions * statewide applied learning information and workshop sessions * statewide VCE & VCE VM study-specific information and workshop sessions * annual SAT training days. |